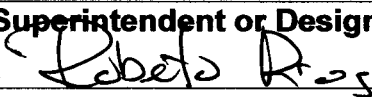


SIG Form 1–Application Cover Sheet**School Improvement Grant (SIG)
Application for Funding****APPLICATION RECEIPT DEADLINE
July 2, 2010, 4 p.m.**

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

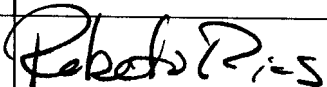
County Name: Monterey		County/District Code: 27-65995	
Local Educational Agency (LEA) Name Chualar Union Elementary		LEA NCES Number: 608580	
LEA Address 24285 Lincoln Avenue		Total Grant Amount Requested \$916,959	
City Chualar		Zip Code 93925	
Name of Primary Grant Coordinator Roberto Rios		Grant Coordinator Title Superintendent / Principal	
Telephone Number 831-679-2313	Fax Number 831-679-2071		E-mail Address rrios_26@yahoo.com
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.			
Printed Name of Superintendent or Designee Roberto Rios		Telephone Number 831-679-2313	
Superintendent or Designee Signature 		Date September 8, 2010	

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

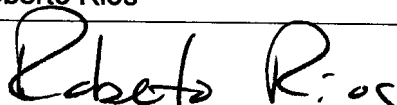
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SIG Form 2—Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
27-65995	Chualar Union Elementary School District	Roberto Rios	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Chualar Union Elementary School District
Authorized Executive:	Roberto Rios
Signature of Authorized Executive	

SIG Form 3—Narrative Response

**Chualar Union Elementary School
TIER 1 – SIG Program Plan - Transformation Model**

i: Needs Analysis

Chualar is a small, impoverished, unincorporated rural community of 1,444 (2000 census) residents, located in Monterey County. Unlike its wealthy and distant neighbors, Chualar has no local community agencies, police protection, or institution of higher education. The community's only social service agency is the single school district, which educates 328 students in grades k-8; 85% of the students are Limited English Proficient, and Spanish is the spoken language among families and the business community.

CHUALAR ELEMENTARY	Enrollment	Hispanic or Latino	English Learners	Free or Reduced Price Meals
	365	357 (98%)	284 (78 %)	364 (99.4%)

The school's community is comprised of low-income families of which a significant number derive their livelihood in the agricultural industry - most with both parents working, and in some cases with multiple jobs.

Chualar Union Elementary, a NCLB Program Improvement Year 4 site, exceeded 2009 API growth targets for the whole school and the Comparable Improvement subgroups (Hispanic and Soc/Disad.). Chualar met 13 of the 17 AYP criteria in the 2008-09 STAR cycle; Chualar failed to meet the English-Language Arts AMOs but met its AMO in Math.

The Chualar Union Elementary School District contracted with the Michael Cortes for External Evaluator/Technical Assistance Services to conduct a comprehensive review of the district and the school and to produce a Report of Findings, when calibrated to the findings of the Academic Program Surveys completed by site staff, the district's DAS findings and other instruments - formed the responsive foundation of this SIG Action Plan. A significant portion of the investigation by the MR. Cortes, the Monterey County Office of Education and District Administration focused on a longitudinal and comparative study of the school's and district's 2003 – 09 STAR results (scale score and standard cluster analysis), 2003-09 CELDT Scores, and Reading First/SCOE results. STAR and SCOE data was analyzed with a number of validated comparative study methodologies to the grade and classroom levels.

The table summarizes areas of validated barriers

Barriers	School Improvement Model
<p>1 High proportion of underachieving students whose needs, judging from assessment outcomes, are not being satisfactorily met by the current instructional program</p>	<ul style="list-style-type: none"> • Realign instructional delivery with the support of dedicated, trained PT Teachers/substitute teachers to provide direct support to classroom teachers. (building reading fluency and comprehension, and individual/small-group instruction as needed in R/LA and Mathematics) – target Strategic and Intensive students.
<p>2 Fragmented instructional program - lack of consistency from classroom to classroom in the same subjects/at the same grade levels is evident; lack of focus and clarity</p>	<ul style="list-style-type: none"> • Implementation of performance standards (essential standards, pacing, and benchmarks) that are articulated across curricular subjects and grade levels, calibrated to the R/ELA and Math blueprints. • Adopt a Standards Based Report Card • Adopt Standards/Grade Level Pre/Post Compressive Assessments • Comprehensive staff development focused on content standards and instructional strategies; curriculum mapping based on assessment outcomes; introduction of materials that illustrate and clarify the process of standards and data-based/informed instruction.
<p>3 Four year STAR data trend reveals: Reading/Language Arts CST BENCHMARK students (upper 50% of the Basic Performance Band) fail to achieve Proficient Performance Band outcomes because of skill deficits in the Written Convention standard cluster. A majority of the Benchmark students achieve higher outcomes on the remaining four CST standard clusters than those students who placed in the lowest 15% of the Proficient Performance Band.</p> <p>Four year STAR data trend reveals that</p>	<ul style="list-style-type: none"> • Increase opportunity to reflect on student assessment data • Intervention programs (in classroom) to support the movement of Benchmark level students to Proficient or greater CST achievement outcomes) • Increase use of targeted intervention/instruction methods to target "specific" deficit skills/knowledge • Greater opportunity (resources and support) to develop and utilize standards based quizzes and assessments.

Barriers	School Improvement Model
<p>on the Math CST that BENCHMARK students (upper 50% of the Basic Performance Band) fail to achieve Proficient Performance Band outcomes because of skill deficits in the Measurement and Geometry standard cluster. A majority of the Benchmark students achieve higher outcomes on the remaining four CST standard clusters than those students who placed in the lowest 20% of the Proficient Performance Band.</p>	
<p>4 Enrichment - Intervention and core support materials that are not aligned to grade level standards.</p>	<ul style="list-style-type: none"> • Training in identification, development, evaluation and use of appropriate grade level standards aligned materials • Training and support in the use of student assessment data and standard based materials (Lesson Study)
<p>5 Teachers' concerns about how best to proceed</p>	<ul style="list-style-type: none"> • Initial professional development followed by ongoing coaching that includes modeling of effective lesson design and teaching strategies • Development of "rituals and routines" • Hire and deploy an Achievement Coach
<p>6 Parents desire increased support and conduits of communication to increase parental involvement at Chualar Elementary.</p>	<ul style="list-style-type: none"> • Training for school staff communication best practices, and cultural issues. In collaboration with LNF. A School Parent/Community Outreach Team will have the responsibility to facilitate parent involvement. • An enhanced role for parents in school governance. Training for parents about the performance standards to which their children are held
<p>7 Lack of opportunities for teaching & other instructional staff to participate in staff development, grade level planning, reflection, instructional planning, and other peer support</p>	<ul style="list-style-type: none"> • Secure and train a corps of substitute credentialed teachers to provide push-in classroom support, teacher release for planning & grade level meetings, and release classroom teacher of

Barriers	School Improvement Model
activities.	Physical Education instructional minutes to create planning/prep time. <ul style="list-style-type: none"> • Develop “time” utilizing a myriad of scheduling practices that may but not be limited to - banking instructional time, substitute release, additional staff development days, extra-duty pay, and grade level student events.

Findings of the AP Surveys and the District Assistance Surveys: The Academic Program Surveys were completed by staff during grade level events or as an individual activity. These findings will establish a base-line data set for ongoing process improvement, and project evaluation activities. The finds reveal that the district is providing the core program in R/LA, ELD, and Math but is lacking a comprehensive program (materials and instructional minutes) for STRATEGIC and INTENSIVE Students. Further, classrooms require additional support in R/LA, ELD, MATH, and ALGEBRA, a school wide compressive student assessment plan (technology, resources, materials, assessments, and calendaring) is needed. Additionally, facilitated data meetings in R/LA, ELD, and MATH are required to review, and utilize relevant data to guide and inform instruction.

Academic Program Survey Results

EPC	Objective	N	Average Response
1.1:	R/LA-ELD	N=18	3.11
1.2:	ELD	N=18	3.00
1.3:	R/LA-ELD - Intensive	N=18	2.78
1.4:	Math	N=18	3.72
1.5:	Math Intervention	N=18	2.33
1.6:	Algebra Readiness	N=4	2.50
2.1:	Instructional Time	N=18	3.56
2.2:	Instructional Time - Strategic Support	N=18	2.61
2.3:	ELD Instructional Time	N=18	3.11
2.4:	RLA Intensive	N=18	2.22
2.5:	Math Instructional Time	N=18	3.56
2.6:	Math Strategic Support	N=18	2.56
2.7:	Math Intensive	N=18	1.89
3.1:	Pacing - RLA/ELD	N=18	3.72
3.2:	Pacing - Math	N=18	3.06
4.1:	School Administrator Training: 40 Hours RLA/ELD	N=1	4.00

Academic Program Survey Results			
4.2:	School Administrator Training: 40 Hours Math	N=1	1.00
4.3:	School Administrator Training: Training/Practicum	N=1	4.00
5.1:	Credentialed Teachers - Highly Qualified	N=18	4.00
5.2:	Professional Development: RLA/ELD - 40/80 Training	N=18	3.28
5.3:	Professional Development: Math/Algebra - 40/80 Training	N=18	2.83
6.1:	Instructional Assistance/Teacher Support - RLA/ELD	N=18	3.06
6.2:	Instructional Assistance/Teacher Support - Math	N=18	2.56
7.1:	Ongoing assessment/monitoring systems - RLA/ELD	N=18	3.06
7.2:	Ongoing assessment/monitoring systems - Math	N=18	2.28
8.1:	Facilitated Grade/Program Level Meetings - RLA/ELD	N=18	2.67
8.2:	Facilitated Grade/Program Level Meetings - Math/Algebra	N=18	2.33
Implementation: 4=Fully : 3= Substantially : 2=Partially : 1=Minimally			

The APS findings provide the project with a baseline of the current state of the school's program, the focused movement towards greater levels of calibration to the Essential Program Components will result in greater levels of student achievement. The Essential Program Components (EPC) support academic student achievement in English/reading/language arts and mathematics - the EPCs are designed to meet the needs of all students. Each element of this plan was designed to provide the Chualar "system" with the resources, materials, and professional capacities to move "all students" to greater achievement levels as measured by the STAR assessments. By developing and maintaining a standards based/data driven and informed environment that has the capacity to reveal the individual needs of each individual student and the ability to respond appropriately resulting in the mitigation of the knowledge and/or skill barriers to greater achievement levels on the STAR assessments.

Analysis of Pupil Academic Performance and Demographic Data: The student population of Chualar is 98% Hispanic - 78% are English Language Learners and 100% are enrolled in the Free & Reduced Lunch program.

Chualar has three significant demographic sub-groups for accountability measurement; Hispanic, Soc/Disadvantaged, and English Learners. The school has enjoyed success in the California's School Accountability Program (API) with each of the identified subgroups. In the last four years the school has met both Schoolwide and comparable improvement (CI) API targets. Chualar has met or exceeded Schoolwide API targets in 9 of the 10 program years (1999-2010) and Comparable Improvement (CI) API targets in 8 of the 10 program years.

STAR outcome data demonstrates that the school is making progress in moving students “UP” the lower 3 performance bands (FBB, BB, & Basic) towards Proficiency. A majority of the comparison groups show an increase in the percentage of students at Proficient or Above.

However, the accelerated and constant upward movement of students in the lower three performance bands is not mirrored in the movement of students from the Basic performance bands into the Proficient or Advanced performance bands. However, these increases are not at a sufficient level or pace to achieve consistent accountability success under the Federal “No Child Left Behind” act.

Therefore the primary focus of this project will focus on the movement of students from the BASIC Performance Band into the PROFICIENT/ADVANCED & FAR BELOW BASIC to BELOW BASIC Performance Bands – while supporting, augmenting, and/or expanding the school programs targeting lower achieving students as measured by the California STAR program.

The current Chualar instructional program is meeting the needs of lower achieving students toward progress “up” the lower three performance bands on the CST-R/LA assessment and all the performance bands on the CST-Math assessment. Due to the demographic composition of the school – by necessity the SIG program will invest in practices/programs designed target the specific needs of Hispanic/ELL/Soc-Dis students:

- Move BASIC students into the PROFICIENT + Performance Band on the CST-R/LA.
- Expand intervention programs designed to move students into the BASIC performance band to support progress toward PROFICIENT/ADVANCED outcomes.
- Implement Math student targeting to assure the continued AYP success of the school – accounting for the annual increase in AYP targets.
- Implement programs to protect lower PROFICIENT students so they can maintain PROFICIENT status or advance to higher levels.

ii: Selection of Intervention Models

The SIG model selection process included parents, staff, administrative staff external mentors, and the board of education - the requirement of selecting an Intervention Model to pursue SIG funding was discussed in multiple forums and in an array of circumstances.

In formal and informal conversations two SIG Intervention Models were eliminated from consideration.

Restart Model: It was a uniform consensus that this model was not appropriate, nor reasonable, nor feasible for a number of reasons including but not limited to:

1. Not appropriate model for a single school – school district
2. Not sufficient time within funding timelines and deadlines to appropriately study the model and its consequences, research and review charter management providers, establish criteria and contract language, hold and conduct public meetings, and determine impact to the district.
3. The idea of converting the district to an all charter district (i.e. Raison City Elementary – Richgrove Elementary) was discussed and reviewed but was discarded as it was seen as complicating the SIG reform process and non-responsive to the SIG intent.

The administration and board of education of Chualar Union Elementary is open to the idea of chartering the district if it provides a greater opportunity for its students. The district intends to invite charter management providers to submit concept plans for review for possible conversion at a later date with appropriate public discussion.

Closure Model: It was a uniform consensus that this model was not appropriate, nor reasonable, nor feasible for a number of reasons including but not limited to:

1. As a single school district, the district itself would cease operations.
2. Negotiations with the County Office of Education and neighboring schools districts regarding boundary changes and service area changes not conducted
3. Negotiations with the County Office of Education and neighboring schools districts regarding unification not conducted and would require the approval of the voters in the relevant districts.

The two transformation models were discussed in great detail:

The Turnaround Model: The turnaround model was not selected, it is believed that the requirement to displace 50% of the instructional staff not warranted nor feasible as a single school district.

Confidentially, an exhaustive internal and external evaluation of the current teacher corps found only three (3) teachers with major subpar professional competencies and that two (2) of the three (3) have the ability and capacity to embrace and benefit rehabilitation. The superintendent/principal hired to transform the district/school last fall is receiving training and support in the practice of evaluating teachers and documenting findings for the use in a termination hearing. All other staff demonstrates weakness in a number of areas but it was felt that they could be easily mitigated with proper and relevant professional development, high expectations and consistent administrative requirements to meet expectations, and established and clear adopted professional practices.

The Transformation Model (Selected Model): During the discussions and evaluation of the SIG transformation models it became clear early on that the Transformation

Model best supports the need of the school in its effort to improve and meet and exceed NCLB and PSAA criteria.

In the early 2000s the district found AYP/API success as a CSR/HP district with resulting demonstrated increases in measurable student achievement; after the tenure of Dr. Robert Aguilar the district hired and seen the departure of four superintendent - principals – each brought their own program initiatives and curriculum focus, including overseeing the dismantling of programs and practices that brought success to the district.

Last fall the Chualar Union Board of Education hired Mr. Roberto Rios as its Superintendent / Principal to lead the transformation of the district and the school. The board selection of Mr. Rios over more experienced candidates was done in the belief and hope that Mr Rios history with the district would ensure a personal bond and long tenure with the district. Mr. Rios is a former student of Chualar Union, and has served as a teacher for six years in the district; currently it is Mr. Rios desire to spend his career at Chualar Union Elementary School District.

The district hired Mr. Rios to transform the school, to bring it success, to ensure that Chualar students have the same opportunity to succeed as that student in more affluent communities. Mr. Rios, supported by the Monterey County Office of Education and its provided mentor, and other contracted experts – hired NCLB Highly qualified staff, instituted classroom oversight to ensure the use of adopted curriculum, pacing guides, and assessments. He provided relevant and appropriate professional education opportunities and instituted the development of a three (3) year plan to bring the district/school to transform the school into a community of high expectations, ensure instructions and intervention directly linked to the standards, frequent assessments, direct instruction, and appropriate use of instructional minutes. His efforts have also seen the beginning of the healing of the community which has seen two recall elections in the last five years.

The leadership team selected the Transformation Model and also selected a reform framework that has validated success in California schools with similar demographics under the CSR, II/USP, Title 1, and SIG programs as measured by STAR and CELDT assessments.

This selected framework is attractive as it:

- Does not divert from the adopted R/LA, ELD, Math, and Intervention curriculum adoptions,
- Is highly calibrated to the State Board of Education “Educational Program Components” for Elementary and Middle Schools,

- Supports an environment of high expectations of student and staff, rigorous standards based instruction and interventions that are data informed,
- Supports the individual needs of students, designed to make teachers, parents, and students aware of the individual needs of students and weakness in reaching grade level competencies in a standards based environment, and
- Flexible, does not provide a cookie cutter approach to our unique needs.

Chualar Union Elementary School will implement the Learning Network Foundation's (LNF) Nine Point Blueprint for Achievement. The Nine Point Blueprint for Achievement reflects the LNF's belief, based on over twenty years of research into effective instructional and school management practices, that enhanced academic achievement requires:

1. Ongoing and relevant professional development,
2. Modeling of effective teaching and assessment practices,
3. Ongoing professional collaboration/teamwork,
4. Effective communication among staff, parents, and students, and
5. Visible tracking of student progress.

Since all components of the educational process must work together to yield optimal outcomes, the Nine Point Blueprint for Achievement integrates five distinct tasks into a comprehensive design for school restructuring.

These are:

1. Assessments aligned with State specific content and performance standards, that provide the information base needed to structure learning experiences that accurately target students needs;
2. Creation of learning environments that effectively integrate the use of technology;
3. Mobilization of the resources of community social and health agencies to address barriers to learning outside the normal scope of school services;
4. Implementation of high-performance management systems that base planning, decision-making, and allocation of resources on results; and
5. Parent and public engagement in systemic restructuring from the initial stages of planning through implementation and evaluation.

The LNF Nine Point Blueprint for Achievement is based on two major strands of research on effective schools, and two widely acknowledged "best practices." The first research strand draws from the work of Michael Schmoker and Douglas Reeves, showing that effective schools can accomplish dramatic gains in student performance when the whole faculty works together in supportive, focused, and goal orientated teams that set clear goals on achieving challenging, concrete, and measurable results (Schmoker, 1996) and Douglas Reeves in *Accountability in Action – A case study of 90/90/90 schools* and *In Search of Excellence* (Peters et al, 1982) identified common practices of successful school which are: 1. A focus on academic achievement; 2. Clear

curriculum choices; 3. Frequent assessment of student progress and multiple opportunities for improvement; 4. An emphasis on writing; and 5. External/collaborative scoring of student work (Reeves 2001).

The 2nd strand of research, summarized by Linda Hammond, shows that increased student achievement is associated with school organizations that allow teachers to take collective responsibility for a common group of students and promote close, sustained relationships among teachers, students, and families (Hammond, 1998).

The first of the two “best practices” has to do with assessment. Effective schools use multiple measures of student achievement, including both large-scale standardized tests and more authentic measures of actual student work, such as school wide portfolio assessments (Earl and LeMahieu, 1997). Multiple measures give a richer, more valid profile of student accomplishment than single measures, and can have a more positive effect on teaching and learning (Lawton, 1997). Finally, while research suggests that technology does not in itself lead to gains in student achievement, there is a growing body of evidence suggesting that the careful use of the new strategies and technologies can extend learning, strengthen connections between the school and the larger community, and give teachers access to resources that would not otherwise be available, especially when combined with appropriate professional development.

The Learning Network Foundation provides full documentation of the essential components of the blueprint, including (1) modifications in staffing and school organization; (2) implementation of the Nine Characteristics of High Performing Schools; (3) grade level identification of the “Essential Standards” (California’s adopted standards and frameworks) and assessment rubrics; (4) specified content for the continuous, intensive professional development; (5) strategies for enhancing learning environments; (6) creation of core assignments for students that illustrate modes of instruction conducive to attainment of standards; (7) services to students in need of extra help; (8) high-performance-management styles; and (9) use of LNF provided standards aligned student assessments and student outcome data.

Materials will also address outreach to parents and the community to involve them in pursuit of the school’s mission and in the decision-making process relative to instructional reform.

Experienced staff (lead teachers) will be made available to provide literacy, ELD, and math coaching and peer support. SIG funds will underwrite the establishment of a full-time “Academic Achievement Coach”. Staff will attend on-site training to become

competent with the Nine-Point Blueprint and its supporting elements. Also, the training will cover the use of standards based student assessments that serve as a basis for curriculum mapping that ties instructional content and practices explicitly to the results desired and reporting documents. All staff must complete the professional-development component and implement the data driven teaching strategies, core-academic learning experiences, and extended-learning tasks.

The LNF will provides training materials, a set of essential standards and assessment rubrics for each teacher and relevant professional reading for the school's Teachers' Resource Center.

This plan funds a staff development calendar that exceeds the school's existing school/district staff development schedule. Also additional time for staff development, planning, peer support, and student assessment will occur by sub-release and extra-duty hours funding by this plan. Additionally, the plan requires the creation of a schedule that increases the opportunity for grade level planning and student assessment, vertical articulation, and other peer collaborations. To meet the plans costs, the principal and the School Leadership Team will reallocate Title I and School Improvement Program resources to support the plan.

Strategies for Improving reading and math achievement

- The school will maintain a focused and direct effort to move the current school's program to a greater level of fidelity to the Nine Essential Components of an Effective School.
- Resources will support the full implementation of all of the components of the R/ELA and Math core adoptions; intervention to challenge materials. Sufficient materials will be purchased to adequately support core instruction, enrichment, universal access, intervention, and ELL instruction.
- Teachers will be assisted in identifying which standards require pre-teaching, re-teaching, or strategic intervention/enrichment to support API and AYP success. Simply, Chualar will strive to develop the capacities of its teachers and programs to implement and sustain a researched and standards based – data driven and informed system. The school will be responsive to the specific needs of individual student as identified by developed standards based and curricular embedded assessments.
- Student assessment data will inform and guide instruction – grade level data conversations will in effect guide the design of daily, short term, and long term whole class, small group, and intervention group lesson plans.
- Strategic interventions designed to meet the specific needs of students (instead of a universal or comprehensive delivery of standards during interventions) will improve reading and math achievement as measured by the STAR CST and CELDT assessments.

- Teachers will be provided with increased protected time to review and reflect on student assessment data and will be provided with support in the development of strategies to improve instruction, and the effectiveness of interventions. The direct and explicate instruction of the specific needs of individual and leveled groupings of students will be common place with the resulting increased achievement outcomes.

Ensuring effective student instruction Chualar recognizes that in order to meet their student academic goals, they must implement the components presented in this SIG Plan which includes strategies that allow the school to both monitor and evaluate the plan's implementation and effectiveness. The principal and representatives from the SIG Action and Leadership Teams, along with the School Site Council members, will take primary responsibility for monitoring the plan's implementation. The staff will regularly receive implementation updates. Chualar will contract with its external consultant, the International Group, to assist both with implementation support, technical assistance, and program evaluation.

The monitoring and evaluation of Chualar SIG Action Plan will be data driven data informed. Staff and the evaluator will collect and analyze data both on implementation activities and on-going student academic performance in order to assess the effectiveness of the strategies they have chosen as well as their progress towards meeting their student achievement goals. Chualar, assisted by external technical assistance providers will disaggregate assessment data by gender, ethnicity, language skill, program service, and educational cohorts. Chualar has achievement gaps based on ethnicity, language status, and socioeconomic elements. Given that ELD students are more likely to have below grade level skills and score in the first and second quintiles on the STAR assessments, Chualar's focus is to develop its capacity to accelerate the skill development of these students, which should result in a narrowing of the school's achievement gaps.

The SIG Action Team will analyze the school's short-term achievement goals by ethnicity, language status, economic status, program services, and grade level. The team will regularly disaggregate data using the STAR, CELDT, and other standard based assessments as well as locally adopted and/or developed assessments. Data analysis will focus on measuring and comparing student growth (gain scores), grade level equivalency, Performance Band Quintile Ranking, placement within the Quintile Range, and sub-score (content area) data. This data analysis will serve to measure progress on meeting the school's goals as well as to modify the SIG Action Plan, classroom curriculum, staff development plans, and classroom instruction.

Opportunities for staff to improve instruction

- A team of trained substitute teachers will be secured with SIG project funds, this resource will be utilized in the following manor: (1) Provide “push-in” interventions – allowing classroom teachers to “hyper” focus on the specific needs of an additional number of student and allowing for greater opportunities for teachers to implement “strategic” interventions (i.e. targeting BENCHMARK students (upper 50% of the BASIC performance band to support movement to the PROFICIENT performance band). (2) Provide classroom relief to provide teachers with additional grade level meeting time (standards/assessment data reflection and response planning) and (3) Relieve teachers of PE responsibilities to provide teachers with additional planning and prep time. (4) Increase number and scope of intervention programs (with State Board approved intervention programs targeting Far Below Basic and Below Basic students with priority given to English Language Learner students.
- Provide teachers with supplemental and/or augment materials aligned to the adopted R/ELA, Math, and ELL adopted programs.
- Provide teachers with “relevant” student assessment data to inform and guide instruction – provide assistance to teachers to develop responsive and prescriptive instruction and intervention plans.
- Provide teachers with site directed staff development and quality AB466 program opportunities.

Describe strategies for a pupil literacy focus The district sets a high priority on ensuring that there are sufficient textbooks to support the Chualar instructional program. Chualar has complete classroom sets of textbooks and supplementary instructional materials in each of the core subject area that is aligned to state standards. The plan will fund the purchase of Houghton Mifflin supplementary materials that were not selected for purchase by the district. The school also provides students with additional support materials that span a variety of reading levels and developmental needs. While the staff extensively uses supplementary materials to meet the writing content standards, they expressed a need to increase writing development materials to more fully meet their students’ needs. As a result, the action plan provides funding for the purchase of a school-wide writing development program with an essential investment in staff development.

Due to student demographics the obtainment of school-wide growth targets will only be obtained if the school's three sub-groups meet their growth targets. Thus the program elements discussed in other sections of this plan are relevant to the response required in this section. Chualar staff will utilize CELDT assessment data along side STAR data, SCOE and locally developed data to align its instructional program to the specific needs of students. With the increased deployment of Standards Based/Data Driven Instruction coupled with the full implementation of the English Language Adoption with the requisite AB466/SB472 and other supportive and relevant staff development - ELL students will realize increased language as well as academic performance as measured by the CELDT and STAR assessments.

Use of state and local assessments to modify instruction The SIG Plan will implement a process to disaggregate and analyze STAR/CELDT data and will assist instructional staff in its use in the classroom. The plan will also implement a number of classroom, grade level, and school-wide structures that will analyze STAR/CELDT results and other data from more frequently utilized standards-aligned assessments to evaluate the effectiveness of programs and classroom instruction.

State and local data will be utilized to craft plans for strengthening the school's level of instruction and general effectiveness in supporting student achievement. The Action Plan calls for the sustaining of the SIG Leadership Action Team during the program's duration. The Action Team, in collaboration with the school's Leadership Team, will determine what types of data the school should be collecting and then ensure that it is collected, analyzed, and disseminated. Teachers will be trained in the utilization of data in their planning, instruction, and delivery of student interventions. Grade level teams will analyze their data every two week (or more frequently) to make curriculum/grouping/intervention modifications where necessary.

At the classroom level, the school does not currently have a consistent approach to determine students' progress towards standards over the school year; nor does it have readily available diagnostic assessments to measure the ongoing needs of students or assess newly enrolled students so that they may modify instruction or identify the particular needs of individual students. As part of the Action Plan, the school will identify and review standards based student assessments and assessment methods that may be selected for implementation school-wide or by individual grade level teams.

The staff as a whole will meet to discuss its overall performance on the STAR/CELDT assessments when data is available and will regularly discuss progress on locally adopted student assessments. The Action Plan calls for the school's administration, Leadership Team, Site Representative Council, and the SIG Action Team to work together to increase the availability of disaggregated data, improve & refine its use, and build the capacity of classroom teachers to use data to modify classroom instruction to increase student achievement.

Strategy to attract, retain, and distribute high-quality staff Providing teachers with the opportunities to exercise research based and validated best practices; professional support; and a culture of mutual support and collaboration is the basis of the SIG teacher retention strategy at Chualar. Simply, provide teachers with what they need to be successful will reduce their desire to seek placement at other schools. Additionally,

the detailed practices and support systems will attract “Highly Qualified” teachers to Chualar. Since 100% of the current teacher corps at Chualar are NCLB “Highly Qualified” the issue of grade level distribution at Chualar does not apply.

The SIG plan's framework strives to improve the professional environment at Chualar Elementary; research has shown that teachers need additional time for collaborative planning, data analysis, student assessment, and reflective - responsive, - collaborative discussion, and strategy development with their peers. Additionally, instructional staff needs support and direction on how to proceed with the array of information, programs, and needs that they face daily.

The SIG program will provide and support release time so that teachers and support staff can meet in facilitated and un-facilitated grade level meetings, the program will provide data analysis support, and process planning so that the instructional program at Chualar Elementary is as effective and efficient as it can be. Additionally, staff will receive coaching, development, materials, and data to support standard and data based instruction.

- Fully credentialed (NCLB highly qualified) teachers are afforded preferences in the District's hiring policies.
- By the end of the project all of Chualar's teachers and appropriate instructional aides will have participated in the Mathematics and Reading Professional Development Program established under AB466/SB472 and subsequent legislation. The SIG plan, as required, will support staff participation in the AB466/SB472 professional development program.
- By the end of the project all of Chualar's administrators will have participated in the AB 75/430, the Principal Training Program; the SIG plan, as required, will support administrator participation in the AB 75/430 professional development program.

Strategy to improve school culture to involve parents Chualar Elementary will ensure that its parent involvement programs comply with the California State Board of Education Parent Involvement Policy (1989 Revised 1994) California Assembly Bill 1334 and Title 1 - NCLB Act of 2001. The Chualar Family/School Compact will be developed guided by "A Compact for Learning: An Action Handbook for Family-School Community Partnerships".

Research shows that parental involvement in their children's education promotes higher achievement. Chualar will actively work towards involving parents with the school and encourage them to support their student's learning at home. Chualar will address its challenges in the area of parent and community involvement by increasing parents' capacity to monitor and/or help student's complete their homework, creating additional opportunities for parent to be on campus, and training teachers and parents to communicate more effectively with each other. The school will expand the Parent

Compact to include agreements that the parents of “targeted” students will assist in the specific “strategic” and “tactical” program elements designed to move students from the Benchmark performance band to Proficient or Advanced outcomes.

Monitoring implementation of the SIG Plan: The SIG Action Team will determine the school's data needs and collect, analyze, and disseminate relevant data to support the school's achievement goals. To ensure the implementation of the strategies in the Action Plan with fidelity, Chualar and the International Group will collect both qualitative and quantitative data including staff attendance at professional development events, school (staff, grade level, vertical groups, committee, program, and project) meetings, staff surveys to assess staff support for and use of identified strategies, teacher evaluation on the use of strategies included in this plan, classroom observation of teachers implementing specific strategies, and student attendance.

In addition to assessing implementation for each of the strategies included in this Action Plan, Chualar will also measure the effectiveness of each of its strategies through teacher and parent surveys along with student achievement data as measured by the STAR/CELDT programs, and local standards-based assessment instruments developed or identified by the Chualar staff under the supervision of the SIG Action Team.

Chualar Elementary will use its external consultants to conduct a summative evaluation of the SIG and other linked School Improvement Programs and will assist with mandated state reporting. This evaluation will consist of both process and outcome measures for each of the school's strategies as well as analysis of the school's progress towards achieving its goals. In addition, the external consultants will conduct a cost-benefit analysis of some of Chualar's educational program and structures.

iii: Demonstration of Capacity to Implement Selected Intervention Models

iiia: The district is proud of its stewardship of the public funds put into its care; annual audits validate the districts policies and practices that ensure allocated funds are appropriately utilized, supplanting of funds does not occur, and that investments in staff, materials, and supplies are appropriate and effective.

SIG funding, supported by categorical and general funds will:

- Fund a full-time “Achievement Coach”,
- Secure external support from proven external technical assistance providers,
- Increase instructional days (minutes) and the number of mandatory attendance staff development days,
- Provide relevant and effective staff development, mentoring, and coaching to the district's administrators, teachers, instructional aides, and support staff,

- Fund off-site professional development for instructional staff,
- Secure, state board adopted instructional curriculum and support material for R/ELA, ELD, and Math/Algebra that targets the providing of Strategic Support and targeted instruction/interventions to Intensive students,
- Increase the use and utilization of effective technologies to support instruction, interventions, and
- Individual learning, and the creation and use of data from multiple measures.

Existing revenue streams that fund classroom and student support services will be aligned to the SIG program. Ultimately existing programming will meld with the implemented SIG program resulting in a seamless transition to sustaining SIG reforms beyond the funding period.

iiib: The district will serve its single Tier 1 school

iv: Recruitment, Screening, and Selection of External Providers

Chualar Union has elected to use external entities to provide technical assisting in implementing the selected Transformation Model. External support providers have been assisting the district/school reform efforts for the past year with the hiring of a new Superintendent/Principal. During the 2009-2010 academic years the Monterey County Office of Education has provided an Administrator Mentor, a Mr. Ernesto Zendeno, to Mr. Rios, the district's superintendent / principal to provide general support and guidance in the district's goal of reforming the district and the school. Support was also provided by Dr. Robert Aguilar, the former superintendent / principal of the district during the period of its former reform efforts under the CSR / HP programs which resulted in consistent API and AYP growth. Between Dr. Aguilar and Mr. Rio, in the last five years the district has employed four superintendent / principals each bring their unique instructional plans which the districts' storage room can attest to.

During the 2009-2010 instructional year the district developed a rigorous selection process for the selection and contracting with external support providers in an effort to break from recent past practices in the hiring of friends and associates of the district leadership ill regardless of ability, record of success, or capacity.

A review team consisting of the superintendent, Mr. Zendeno, and selected experts in the relevant field not competing for contract opportunities was established.

1. The district's administrative team determines the need for an external provider, develops a scope of work, and determines a contract period and obtains approval from the board of education.

II. When approved the district's administrative team will forward request for proposals to known providers, if required by funding advertise the opportunity.

III. Providers provide a scope of work, contract cost, and the following:

Candidate providers must provide the district:

1. Resumes of staff / associates who will be working directly with the district/school
2. Provide evidence of a demonstrated and validated record of success with district/schools demographically similar to Chualar Union.
3. Samples of work product
4. An analysis Chualar Union's needs and barriers to success relevant to the experience and capacity of the candidate provider
5. References from administrators, instructional leaders, and teachers from client districts
6. Disclosures detailing relationships with Chualar Union board of education members, administrators, certificated staff, classified staff, and school site council members.

The selection committee reviews the candidate provider packages and either ranks and selects candidates for interviews or simply selects the provider. All packages are considered public documents and available for review. Under certain circumstances the board may involve themselves in the selection process. A contract and scope of services is forwarded for board consideration and approval.

Each contract will detail intermediate termination clauses if interim evaluation determines the provider is not living up to their obligations to the students of Chualar Union.

v: Alignment of Other Resources with the Selected Intervention Models

As a district with a single school the deployment of resources to support the SIG program is easily accomplished. It is expected and desired that this opportunity funded by the SIG program will result in a change of culture and mind-set with all the stakeholders in the district. Our new 'base line' will only accept those practices that support and sustain validated practices and efforts that will sustain ongoing reform processes that result in continuous upward growth in student achievement by all of our enrolled students.

We intend to deploy all of our current funding relevant to instruction, instructional support, human resources, and facilities to our reform plan. Melding the two budget plans to such a degree that it will result in them being indistinguishable by the end of the project period.

Title I – Title VII (Non-Staffing): Immediately all 2010-2011 funding earmarked for instructional resources, materials, and equipment will comply with the developed SIG plan. All staff funded within these categories.

Title I – Title VII (Staffing): All instructional and instructional support staff funded by non-general fund monies will have their responsibilities and scope-of-work reviewed. During the project period their duties will require the support of the SIG program, they will augment the program – SIG funds will not supplant categorical funds. During the course of the project period a realignment process will be initiated that will result in categorical funds sustaining the SIG reform model.

- Current Title 1 funds will help underwrite the cost of the proposed 1 FTE Instructional Achievement Coach (salary, benefits, technology, facilities, professional development, and other direct and relevant costs associated with the position and its scope of work.
- Carryover Reading First Funds: Carryover funds will be utilized to support standards based RLA/ELD instruction in the school's K-3 classrooms calibrated to the SIG program plan.
- Anticipated ASES After School Funding: The ASES program will extend the school's instructional day, supporting classroom instruction with homework assistance, instructional acceleration, intervention, and relevant enrichment activities.

The School Site Council and ELAC groups will participate in the realignment of relevant funds supporting the SIG reforms and their continuation beyond the funding period.

vi: Alignment of Proposed SIG Activities with Current DAIT Process (If applicable)

Not Applicable: However, the LEA/School will adopt DAIT certain processes including but not limited to the establishment of an Alternative Governance Team comprised of experienced (NCLB/PSAA successful administrations, curriculum experts, academic data experts and the like).

vii: Modification of LEA Practices or Policies

As a small single school district Chualar Union is not hampered with the "hurdles" to change that larger districts are required to deal with. The district enjoys a fully collaborative and mutually supportive relationship with its certificated and classified bargaining units. Teachers, external assistance providers, and parents participated in the development of the following practices to be adopted by the district. Refinement

and creating the details within the revised practices will be developed by a SIG Leadership team that will include administrators, external providers, teachers, the bargaining unit representative and parent representatives.

Instructional Days: The current contracts with the certificated staff require 177 instructional days and 4 staff development days. The certificated staff agreed, using SIG and other funding to, amend the current 2010-11 contract to expand instructional days to 180 days and staff development days to 8 days through a contract amending Memorandum of Understanding.

- Research has demonstrated that the number of “effective” instructional days/minutes presented to students has an effect on achievement levels, it is anticipated that by increasing the number of instructional days prior to STAR assessments will result in a positive growth in percentile ranking outcomes by a majority of the district’s students.
- Research has demonstrated that classroom teachers need effective and relevant development opportunities to support and sustain effective professional practices. The increased development days will provide the school’s teachers relevant (reform and validated best practices) training and practicum opportunities. Including the increased staff development days within the contract results in mandatory attendance.

Instructional and Assessment Practices: The district will design school-wide, grade level, and program level standards based assessments and a corresponding calendar. The board will adopt these assessments and the calendar thus making their use a matter of board adopted policy and thus mandatory practice by the district’s teachers.

- By making the assessment plan a matter of policy will ensure their uniformed use within the school’s classrooms and empowers administrators as instructional leaders in a high stakes – standards based reform environment.

Grading and Grade Reporting: The district, in consultation with external providers and the district’s teachers will develop and present to the board of education for adoption a grade level – standards based grading plan, a grading rubric and a standards based report card for mandatory use by the district’s teachers.

- By making the standards based student grading plan a matter of policy will ensure a uniformed use and grading outcomes within the school’s classrooms and empowers administrators as instructional leaders in a high stakes – standards based reform environment.

viii: Sustainment of the Reforms after the Funding Period Ends

The Chualar Union Elementary School District intends to request and implement a waiver to extend SIG funding through September 30, 2013.

Chualar Union with the support of the Monterey County of Education and our external technical assistance providers have created a reform plan and corresponding budget that is focused on improving students achievement and the capacity of teachers to provide and sustain instructional, intervention, and assessment programs of high expectations in a standards based – high achievement environment. The proposed plan is leveraging additional school monies to fund mutual strategies to increase the project's capacity to meet its goals and for the SIG funded practices to be embedded into the daily operations of the school and the district.

Acknowledging that SIG funding is only provided for a short period of time, Chualar Union is directing a majority of its projected SIG funds to build the school's ability to provide consistent student instruction and assessment that is aligned to California's content standards and frameworks; thus establishing a new baseline of practices, structures, programs and resources that will be sustained beyond SIG funds by current and future revenue streams (General Fund and Categorical).

To accomplish this, the district and school leadership along with relevant stakeholders will establish a timeline that will result in the merging or realignment of current programs that have been validated effective in meeting NCLB/PSAA requirements and SIG project goals into the SIG reform plan, disregarding investments in programs and practices that show limited or no relevant results. Resulting in a seamless transition of SIG funded reforms into the district/school general fund and categorical fund budgets by the end of the funding period.

ix: Establishment of Challenging LEA Annual School Goals for Student Achievement

To achieve California's Public School Accountability Act (API) and Federal Title I / Title III - No Child Left Behind Act accountability mandated targets, Chualar Union Elementary is responding to identified barriers to academic achievement with a comprehensive approach that builds the staff capacity to serve Chualar students with an instructional, intervention, and assessment program that meets their diverse and individual needs.

This effort will result in the increasingly upward movement of students towards PROFICIENT/ADVANCE levels as measured by the California STAR CST assessment, and English fluency on the CELDT assessment required of English Language Learners.

Further (Federal Accountability), to meet API growth targets (California Accountability) students will demonstrate increasing success on STAR assessments.

For all Annual Goal establishment, STAR 2010 and Fall 2010 CELDT assessment data will establish the SIG Program's Baseline Data Set for program planning, process improvement, and program evaluation purposes. SIG Standard Based Grade Level Pre and Post Comprehensive Assessments will be used to guide and inform instruction, interventions, identify strategic and intensive students, and guide staff development planning.

California Accountability: To reach the desired API growth targets, Chualar students (school-wide and sub-groups) will demonstrate an upward movement in the five performance bands (quintiles) in each of the six performance content areas. The following grids detail the percent growth required to meet State accountability mandates (school wide and CI) meeting these targets will not meet Federal AYP/AMO targets.

Student Group	Band 1 Far Below Basic	Band 2 Below Basic	Band 3 Basic	Band 4 Proficient	Band 5 Advance
School-wide	0% Growth	4% Growth	3% Growth	2% Growth	0% Growth
Socioeconomic Disadvantaged	0% Growth	4% Growth	3% Growth	2% Growth	0% Growth
Hispanic	0% Growth	4% Growth	3% Growth	2% Growth	0% Growth
Hispanic-ELL	0% Growth	3% Growth	3% Growth	1% Growth	0% Growth

Chualar Elementary School will target 10% API growth, exceeding the 5% mandated by the State Board of Education (school wide and CI subgroup). This target, when met, will ensure that Chualar meets its California API growth target of 5% and support meeting Federal AYP goals. Chualar's AYP targets are established to exceed mandated targets established by NCLB and prepares the school for each annual AYP/AMO target increase.

Utilizing STAR 2010 data, Chualar will establish NCLB Targets that exceed one or more of the NCLB alternative measures under California's NCLB guidelines (i.e. Safe Harbor). Considering the current levels of R/ELA and Math percent (%) Proficient / Advance it is was determined that selecting the alternative success measures would be more likely obtainable and realistic - however, given that we believe in our students we will also publish and distribute AYP targets detailing current AMO target requirements. The ultimate goal of the district is to achieve student achievement levels that will result in the school losing its Program Improvement designation.

x: Inclusion of Tier III Schools (If applicable)

Not applicable: Chualar Union Elementary School District is comprised of a single K-8 elementary school; Chualar Elementary. Chualar Elementary is a Tier I school and the only applicant school in this project proposal.

xi: Consultation with Relevant Stakeholders

Stakeholder involvement in the development of the district's SIG plan, and the selection of a Model was initiated after the district's stakeholders were consulted to determine if there was support to even pursue SIG funding. After a collaborative decision to pursue funding, the central contribution by stakeholders was in the discussion of the four allowed reform modes, mainly strong resistance to the RESTART and SCHOOL CLOSURE models. Planning for a project with the significance and impact as the SIG program was a delicate effort in the Chualar community, two recalls of board members have been initiated in the last five years and four superintendents/principals were hired and departed in the last six years. All planning efforts were required to be open and transparent, community leaders were briefed and informed and recruited to support the effort.

Strong support for the majority of the school's teachers by parents, the School Site Council, ELAC/DELAC committees and the Board of Education resulted in strong opposition to the TURNAROUND Model with the requirement to dismiss 50% or more of the school's teachers and Mr. Robert Rios the recently hired Superintendent / Principal. A consensus was that the community / stakeholder would rather not pursue SIG funds than to lose the current teacher and administrator team.

Discussions focused on reforming the district and its school predates the SIG opportunity. After the last recall election and the departure of the former Superintendent / Principal the school board, parents, and the community saw a window of opportunity to turn the school around and commence much needed focus on students rather than the adults. Formal and informal "coffee meeting" were conducted, community leaders urged the board to engage Dr. Robert Aguilar, a former Superintendent / Principal of the district in healthier and more achievement focused time to lead community meetings and to have discussions with the district's board. Documentation can be provided if requested.

Dr. Robert Aguilar was engaged to lead the search for a new administrator for the district, community leaders, parents, and teachers urged Mr. Roberto Rios to apply for the position as he was a trusted teacher, community leader, and colleague. A significant number of individuals and students urged the selection of Mr. Rios to lead the district, and its school. Shortly after his hire, the Monterey County of Education provided Mr. Rios with an administrative mentor and other professional external

providers volunteered to support the initiation of a transformation of Chualar Union Elementary School

In the planning and development process for district/school turnaround efforts and this SIG proposal: Formal School Site Council, ELAC/DELAC, and Board of Education discussions were held, teacher and staff meetings were conducted on point, individual interviews with teachers were also conducted.

“Coffee” meetings with key community leaders were organized by district leadership and external support providers to garner support and to keep community leaders informed to ensure that rumors and misunderstandings were not part of this process as they were in other recent improvement efforts in the past. External technical assistance providers, Dr. Robert Aguilar and Michael Cortes conducted a number of telephone meetings with targeted community leaders to engage their support and advocacy for the reform planning and SIG project.

SIG Form 4a-LEA Projected Budget

LEA Projected Budget

Fiscal Year 2010-11

Name of LEA: Chualar Union Elementary School District	
County/District Code: 27-65995	
County: Monterey	
LEA Contact: Roberto Rios	Telephone Number: 831-679-2313
E-Mail: rrios_26@yahoo.com	Fax Number: 831-679-2071
SACS Resource Code: 3180	
Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010-11	FY 2011-12	FY 2012-13
5100	Personal Service Contract - Cortes Associates	38,000	38,000	38,000
5100	Personal Service Contract - LNF	14,500	14,500	15,000
5200	Travel/Accommodations - Tuition	14,042	16,541	19,080
5800	Copier Service Contract	1,028	1,027	1,027
A	Subtotal - LEA : (Minus - Code 5100 Total)	15,070	17,568	20,107
B	School Budget	233,414	205,508	208,868
C	Total (LEA & SCHOOL)	248,484	223,076	228,975
D	Indirect: 8.34% (LEA & SCHOOL) LEA Budget	20,724	18,605	19,096
E	LEA - Code 5100 Total	52,500	52,500	53,000
Total AmountBudgeted: (A+D+E)		88,293	88,673	92,203

LEA Budget Narrative – Year 1 – 3 (Revised)

Activity Description		Subtotal	Object Code
1	<p>Personal Services - Consultant: Michael Cortes & Associates (Captus Learning) Provide a team for training, coaching, and direct services in the implementation of an effective high level standards based- data informed environment in each of the district's classrooms. Services includes the development of assessments, analysis of school wide, classroom, and student group for the development of relevant standards instructional and intervention plans that will increase linkage and success on the STAR CST and CELDT assessments. (Site and Offsite Work) Inclusive of consultant days, materials, travel and accommodations.</p> <p><i># of Staff & Contact Days</i> <i>Rate p/Day</i> <i>Total</i> 165 (1,134 Hrs) 691 \$114,000</p>	114,000	5100
2	<p>Personal Services: Personal service and <u>Program License</u> – Learning Network Foundation: 9 Point Blue Print for Student Achievement: The Learning Network Foundation will provide training materials (Training Plans, participant participation, student pre/post data, teacher pre/post surveys and other materials to support implementation of the Transition Model - 9 Point Blueprint is a CSR, SAIT, and HPSG validated model.</p> <p><i>Staff #</i> <i>Rate P/Day</i> <i>Total</i> <i>Lic. Fee</i> <i>Total</i> 30 Days \$ 767 \$23,00 \$21,000 (\$7K P/Y) \$15,000</p>	44,000	5100
3	<p>Travel & Accommodation / Conferences: Open budget to cover the cost of fees, tuition. travel, and accommodations for staff to attend yet to be determined conferences, seminars, and workshops.</p> <p><i>Project Years</i> <i>Total</i> 1 -3 \$49,663</p>	\$49,663	5200
4	<p>Service Contract: Funds to fund additional project/program use of district copier machines - support augmentation of current service contracts to cover service cost of additional usage</p> <p><i># Copiers</i> <i>Rate P/Copier</i> <i>Total</i> 1 \$3,082</p>	\$3,082	5800
TOTAL ACTIVITY AND MATERIAL COSTS – LEA		\$210,745	
School Budget (Indirect Cost Calculation)		\$667,897	
Total (Indirect Cost Calculation) LEA (-Code 5100 & School Budget)		\$720,642	
Indirect @ 8.34%		\$58,425 (OC: 7310)	
Total LEA Budget – Year 1		\$269,169	

School Budget Narrative – Year 1 – 3 (Revised Budget)

Activity Description						Subtotal	Object Code
1	Staff Development Days for 20 certificated staff members (3 days at the end of current school year) SIG Project training (Data Driven Classroom, Differating Instruction, Use of Data Director, ELL Strategies, & Team Building)					\$ 38,561	1100
	Staff #	Hrs p/Day	Rate p/Day	Total Days	Total		
	20	6	214.23	3	\$ 12,853.37x 3		
2	Staff Development Days for 20 certificated staff members (3 days prior to the District's 2 Day Buy Back Session prior to the 2010-11 Academic Year) Review 2010 STAR data, prepare for SIG Project Beginning of Year Assessment, Data Driven/Standards Based Classrooms, training from vendors for SIG provided resources, Team Building...					\$ 38,561	1100
	Staff #	Hrs p/Day	Rate p/Day	Total Days	Total		
	20	6	214.23	3	\$ 12,853.37x 3		
3	Academic Achievement Coach: 1 FTE - Coach as directed by the Superintendent / Principal will support SIG and other Program Improvement activities, provide resources and support for classroom teachers, model lessons and provide demonstrations. Participates in SIG and PI planning activities and other relevant activities as directed by the Superintendent / Principal (Budget at Col 5 Step 10)					\$ 229,530	1100
	FTE avg Cost P/Year	3 Years					
	\$76,510	\$229,530					
4	Teacher Extra Duty Hours: Extra duty hours for classroom teachers to conduct after school and weekend interventions and to fund attendance at parent engagement training events such as (parent training (make and take) curriculum an nights, and STAR Prep Nights.					\$ 32,134	1100
	Hr Rate	# of Hours		Total			
	\$ 35	918		\$ 32,134			
5	Substitute Teachers: Secure cadre of substitute teachers to support "Push In" intervention in 3rd - 8th grade classrooms. Substitute teachers are to provide direct classroom support by providing direct interventions to Basic and above students while the classroom teacher works with Below Basic students. A 1/2 work day will be for the purpose of training and material review. One substitute teacher assigned to each grade level team (3rd - 8th)					\$ 66,105	1100
	# 3-8 Grd Level Teams	Sub p/Team	# of Days	\$ P/Day	Total		
	6	1	267.785	\$ 120	\$ 66,105		
6	Substitute Teachers: To provide classroom release of CR teachers for data/assessment meetings, training, & classroom/program planning					\$ 11,107	1100
	# of Sub Days	\$ P/Day		Total			
	91.812	\$ 120		\$ 11,017			

	State Teacher Retirement System (8.25%)						
	<i>Total 1100</i>	<i>Rate</i>	<i>Total</i>				
	\$ 407,700	8.25%	\$ 34,313				
7						\$ 34,313	3100
8	Medical Insurance (1.45%)						
	<i>Total 1100</i>	<i>Rate</i>	<i>Total</i>				
	\$ 407,700	1.45%	\$ 6,047				
9	Unemployment Insurance (.30%)						
	<i>Total 1100</i>	<i>Rate</i>	<i>Total</i>				
	\$ 407,700	0.30%	\$ 1,249				
10	Workers Comp (2%)						
	<i>Total 1100</i>	<i>Rate</i>	<i>Total</i>				
	\$ 407,700	2%	\$ 8,318				
11	Classroom Library Materials: High interest books aligned to Houghton Mifflin R/LA and Mathematic Curriculums						
	<i>\$ P/Grade Level</i>	<i>Grade Lvs</i>	<i>Total</i>	<i>Y2</i>	<i>Y3</i>		
	\$ 2,000	9	\$ 18,000	1,800	1,800	\$ 21,600	4200
12	Professional Library: Relevant professional books and materials for organized staff development activities and independent professional studies.						
	<i>Staff #</i>	<i>\$ P/Staff</i>	<i>Total</i>				
	20	\$ 400.00	\$ 8,000	X3		\$ 24,000	4200
13	State Board R/ELA Approved Intervention Program - Grade 3-8: Purchase of a State Board Approved R/ELA program for grades 3rd - 8th : Program not selected as of April 15, 2010 : Program to provide enhanced "leveled" instruction / intervention for students significantly below grade level abilities in R/ELA. Budgeted cost based on highest cost State Board approved program.						
	<i>\$25,000 Y1</i>		<i>\$10,000 Y2 and Y3</i>			\$ 45,000	4300
14	STAR Assessment Test Preparation Program: Grade 3 - Grade 8 CST/STAR preparation materials - R/LA and Math (Target Instruction, Standards Prep, and Test Ready) Curriculum Associates Publisher						
	<i>\$ P/ Student</i>	<i># of Students</i>	<i>Total</i>	<i>X 3 Years</i>			
	15	380	\$ 5,700	\$17,100	\$ 17,100 4300		
15	General Classroom: General accepted classroom and office supplies (paper, craft paper, pencils, crayons, markers and the like)						
	<i># Classroom</i>	<i>\$ Classrooms</i>	<i>Total Y1</i>	<i>Y2</i>	<i>Y3</i>	\$ 26,013	4500
	17	\$ 500	\$ 8,500	\$8,670	\$8,843		
16	Program Office Supplies: General accepted office supplies to support program activities.						
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>				
	\$4000	\$4,080	\$4,162				\$ 12,242 4500

17	Instructional and Intervention Software: Instructional Support software to support academic achievement, remediation, and STAR/CELDT assessment success : As of April 15 several program being reviewed - Open Budget for later selection of a relevant and validate software programs to support program/project goals				\$ 30,000	5800
	<i>Project</i>	<i>Budget</i>	<i>Total</i>	<i>Yr 2</i>	<i>Yr 3</i>	
	1	\$ 10,000	\$ 10,000	\$10,000	\$10,000	
18	Service Contract: Funds to fund additional project/program use of district/school copier machines - support augmentation of current service contracts to cover service cost of additional usage				\$ 6,000	5800
	<i># Copiers</i>	<i>Rate P/Copier</i>	<i>Total</i>			
	4	\$ 500	\$ 2,000	X3		
TOTAL ACTIVITY AND MATERIAL COSTS - SCHOOL					\$ 647,790	

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

As required by Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at 34 Code of Federal Regulations (CFR) Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - Establishing an on-going drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace
 - The grantee's policy of maintaining a drug-free workplace
 - Any available drug counseling, rehabilitation, and employee assistance programs
 - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - Abide by the terms of the statement
 - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code) :24285 Lincoln Ave., Chualar, CA 93925

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Chualar Union Elementary School District

Name of Program: SIG PROGRAM

Printed Name and Title of Authorized Representative: Roberto Rios, Superintendent

Signature: Roberto Rios Date: June 30, 2010

Loopying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Chualar Union Elementary School District

Name of Program: SIG PROGRAM

Printed Name and Title of Authorized Representative: Roberto Rios, Superintendent

Signature: Roberto Rios Date: June 30, 2010

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion—lower tier covered transactions. This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Chualar Union Elementary School District

Name of Program: SIG PROGRAM

Printed Name and Title of Authorized Representative: Roberto Rios, Superintendent

Signature: _____

Date: June 30, 2010

Sub-grant Conditions and Assurances

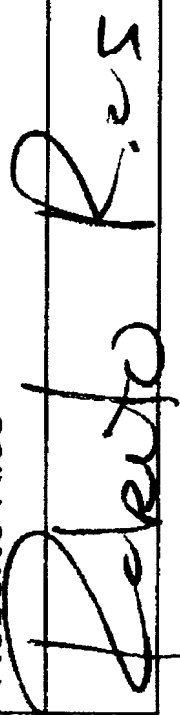
As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

- 12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.**
- 13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.**
- 14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.**
- 15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.htm> (Outside Source)**
- 16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.**
- 17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.**
- 18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.**
- 19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.**
- 20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.**
- 21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.**

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Chualar Union Elementary School District
Authorized Executive:	Roberto Rios
Signature of Authorized Executive	

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- ☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- ☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

Roberto Rios

Roberto Rios, Superintendent

SIG Form 10–Implementation Chart for a Tier I or Tier II School (Year 1 – 3)

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II School the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for

School: **Tier: I or II (circle one)**

Intervention Model: **X Transformation**

Total FTE required: 6 LEA 21 School

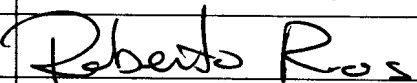
Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
RP	Replace Principal/Superintendent	Principal/Superintendent replaced 08/09	0	0	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> School Board SIG Evaluator
IRR	Develop, implement, and sustain a process to identify teachers who are performing at a level that support the project goals (API, AYP, and Title III) – recognize high performing teacher(s) at parent meetings, board meeting, and newsletters. Provide certificates/trophies; provide other no cost awards (i.e. preferred parking, donated gift certificates etc.).	Planning and implementation (Fall of 2010: Aug – Sept) Implementation and refinement (Nov 1, 2010 - Project Duration).	7,000	7,736	<ul style="list-style-type: none"> SIG General Fund Relevant Categorical Funds & Private (in-kind) resources 	<ul style="list-style-type: none"> School Board Superintendent / Principal Achievement Coordinator SIG Action Team SIG Consultants, and SIG Evaluator
PD	Implement Professional Develop plan that augments and focuses district/school's in place professional development plan – all SIG PD to be directly linked to project's goals and objectives (skills required to be successful in a data-driven, standards based, high stakes environment.	Long term planning commencing Aug 10; immediate PD Aug & Sept 2010. Ongoing PD throughout 2010-11 project year and duration of project. Reevaluation of SIG/PD plan after benchmarking, STAR analysis and self and external need evaluations.	69,500	27,000	<ul style="list-style-type: none"> SIG General Fund Relevant Categorical Funds 	<ul style="list-style-type: none"> Superintendent / Principal Achievement Coordinator SIG Action Team SIG Consultants, and SIG Evaluator
ES	Contract amendment, administrator training, increased CR visitation, identify and establish expectations (High Achievement Practices)	Planning and implementation (Fall of 2010: Aug – Sept) Implementation and refinement (Oct 1, 2010 - Project Duration). Process Improvement and Refinement - Ongoing	19,250	34,500	<ul style="list-style-type: none"> SIG General Fund Relevant Categorical Funds 	<ul style="list-style-type: none"> Superintendent / Principal Achievement Coordinator SIG Consultants, and SIG

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		Evaluator
	Staff development, teacher and CR support, planning time	August 2010 – project duration			<ul style="list-style-type: none"> • SIG • General Fund • Relevant Categorical Funds 	<ul style="list-style-type: none"> • Superintendent / Principal • Achievement Coordinator • SIG Consultants, and SIG Evaluator
RPR			238,500	30,400		
IP	Data program, frequent assessment, external support, data meeting Data program, frequent assessment, external support, data meeting	Secure student assessment and data program (Data Director) 08/10; train staff 08/10; implement pre/post assessment, benchmark, and curriculum assessments Aug – Sept 10, Implement Oct 2010 thru project duration. Schedule monthly staff data meetings, additional meeting scheduled with SIG consultants via sub release Oct 2010 project duration	82,250	23,979	<ul style="list-style-type: none"> • SIG • General Fund • Relevant Categorical Funds 	<ul style="list-style-type: none"> • Superintendent / Principal • Achievement Coordinator • SIG Action Team • SIG Consultants, and SIG Evaluator
			63,239	34,500		
SD						
	Increase instructional days by 3, implement and sustain ASES after school program	Increase instructional days May –June 2011 (Conditional on Federal Funding) ASES after school project (Conditional on State Funding) – ASES implemented upon funding notice expected Oct 1.	27,000	0	<ul style="list-style-type: none"> • SIG • General Fund • Relevant Categorical Funds • Specialized Federal/State Funds (i.e. ASES & Recovery Funds) 	<ul style="list-style-type: none"> • School Board • Superintendent / Principal • SIG Consultants, and SIG Evaluator
ILT						
	Increased staff development days	Commencing August 2010 and each August and June of each project year, additional days prior and after school year – increase number of days from pre-SIG district norm.	120,500	13,500	<ul style="list-style-type: none"> • SIG • General Fund • Relevant Categorical Funds 	<ul style="list-style-type: none"> • School Board • Superintendent / Principal • SIG Consultants, and SIG
OF						

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
					<ul style="list-style-type: none"> Specialized Federal Recovery Funds 	Evaluator
TA	Contract with qualified external providers for coaching, mentoring, and direct support	August – November 2010 and prior to July 1 of each fiscal year thru project duration.	0	81,000	<ul style="list-style-type: none"> SIG General Fund Relevant Categorical Funds 	<ul style="list-style-type: none"> School Board Superintendent / Principal
FCE	After school/weekend events, bilingual report card, make/take training events, parent training	October 1, 2010 – project duration	20,500	16,500	<ul style="list-style-type: none"> SIG General Fund Relevant Categorical Funds Specialized Federal/State Funds (i.e. ASES & Recovery Funds) 	<ul style="list-style-type: none"> Superintendent / Principal Achievement Coordinator SIG Action Team SIG Consultants, and SIG Evaluator
			647,790	269,115		

Assurance of Fulfillment of Program Requirements with Reduced Grant Award

I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

Agency Name:	Chualar Union Elementary School District
Name of Authorized Executive:	Roberto Rios
Title of Authorized Executive:	Superintendent / Principal
Signature of Authorized Executive:	
Date:	September 8, 2010